IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING SMALL GROUP DISCUSSION AT THE EIGHTH GRADE OF SMP SWASTA IDANOI IN 2022/2023

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IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING SMALL GROUP DISCUSSION AT THE EIGHTH GRADE OF SMP SWASTA IDANOI IN 2022/2023

RESEARCH PROPOSAL

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CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Language is one of the human means of communication to convey ideas, feelings and thoughts. Language can also be defined as an expression with the intention of communicating something to another person. What the speaker wanted to say is understood and understood by the listener or interlocutor through the language being expressed.

When learning English, students need to master four skills: listening, speaking, reading and writing. Speaking is an important skill for students along with listening, reading and writing. Speaking is a way of communicating verbally with other people. In everyday life, every time a person wants to share certain information. All people use oral language to communicate their feelings to others. Therefore, it is important for students to acquire speaking skills in all the languages they study in order to be able to communicate and convey information. According to Arghawati, Lal Bohari (2019) states that speaking is an activity that someone uses to communicate with others. On the other hand, in Lalu Bohari (2019) Maat defines speech as the ability to speak, express and exchange ideas through the use of language.

From the above understanding, we can conclude that speaking is a way of communicating with others. When someone speaks, they interact and use language to express their ideas, feelings, and thoughts. We exchanged information through communication.

In the 2013 Curriculum syllabus for class VIII of Idanoi Private Junior High School, speaking is part of each learning material. speaking is an aspect that is contained in each learning material. One of them is talking about short and simple descriptive, about people, animals, and things, with attention to social functions, text structures, and linguistic elements. Although it is not the main material that discusses about speaking itself, speaking assessment becomes a benchmark for student success in terms of the accuracy of linguistic elements. To measure students' achievement of this material, the

school has set the Minimum Completeness Criteria (KKM) in English Class VIII material is 65.

In fact, the expectations above can not be achieved by students. This is shown by the observations of researchers in class VII SMP Swasta Idanoi, the researcher found some problems from student namely : Students are inconsistent when learning English, students are lazy to practice English, students are afraid of being wrong when pronouncing vocabulary and being laughed and the environment also influences students in improving their English speaking skills.

Based on the facts above, teacher creativity in providing appropriate teaching techniques is needed to overcome these problems. Researchers apply a technique to improve students' ability to develop speaking skills by using small group discussions. The selection of techniques in speaking ability is adjusted to the teaching objectives and conditions of the students. Some expert says that small group discussions are effective for students to improve their speaking ability since it will increase the amount of time for student's talk during the given period of time. Ur in Marhaeni (2022) described that in a small group discussion, the students would be able to learn from each other.

Based on the explanations above, the researcher wants to do the research to solve the students' problem and propose the title "**Improving The Students' Speaking Ability By Using Small Group Disussion At The Eighth Grade Of SMP Swasta Idanoi In 2022/2023**".

1.2 Identification of the Problem

There were several problems that the researcher found in the classroom, namely:

1. Students are inconsistent when learning English.
2. Students are lazy to practice English
3. Students are afraid of being wrong when pronouncing vocabulary and being laughed at.
4. The environment also influences students in improving their English speaking skills.

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1.2 Limitation of the Problem

Based on the identification of problem, the limitation of this research is improving the students' ability in speaking through small group discussion at the eighth grade of SMP Swasta Idanoi in 2022/2023.

1.3 Formulation of the Problem

Based on the limitation of problem, the researcher formulated the problem "How does the Small Group Discussion improve the students' ability in in speaking through small group discussion at the eighth grade of SMP Swasta Idanoi in 2022/2023?

1.4 Objective of the Research

The objective of this research is to improve students' speaking ability by using Small Group Discussion at the Eighth grade in SMP Swasta Idanoi in 2022/2023.

1.5 Significance of the Research

The significance of the research is:

1. Theoretical significance
   a. As a reference for improving English learning.
   b. As a reference related to the theory of teaching English, especially increasing students' speaking ability.

2. Practical significance
   a. The researcher, as the experience in teaching English especially in improving students' speaking ability.
   b. The students, as the stimulation to improve their speaking ability in English
   c. The teacher, as the strategy that can be used in teaching English and guidelines in applying Small Group Discussion.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoritical Framework

2.1.1 The Concept of Speaking Ability

a. The Definition of Speaking

Speaking is one of the four skills you should master when learning English. Speaking is an important language skill. Because by speaking, humans are able to convey the ideas, concepts, and messages they are trying to convey to their listeners. In general, speaking has become a means of direct communication between them to convey the important points being conveyed.

Speaking is one of the four skills you should master when learning English. According to Julfikir Nurdin (2020), ``Speaking is one of the most important skills in learning English. Speaking is also a process of constructing and sharing meaning through the use of verbal and non-verbal symbols in various contexts. On the other hand, according to Meika et al., 2019, Tianame et al., 2019 in Laoli Adieli 2021 Speaking is one of the verbal and productive language skills. This activity requires the speaker (speaker) to give an oral presentation that reflects their ideas, feelings and thoughts.

By speaking, someone can convey meaning, express feelings, and express opinions (Reni & Rizki, 2020). On the other hand, Marhaeni (2022) states that speech is the ability to express oneself in a life situation or to express a set of ideas verbally or fluently. The definition above indicates that speaking is the ability to express ideas, opinions and feelings.

Speaking is an important part of learning and teaching a second language. Despite its importance, speaking instruction has been underestimated for many years, and English teachers have continued to teach speaking only as repetition of practice and memorization of conversations.

According to Moh. Rizki Mazali (2020), ``The ability to speak is very important because mastering the skill of speaking enables a person to converse with others, express ideas, and exchange information with others.'' This means

that speaking itself is an activity of conversation, an activity of people to convey ideas and information to others.

Contrary to the above opinion, speaking is a skill that students should acquire. Speaking, in this context, is the process of communicating with another person to say something or convey information, ideas, feelings, or messages. And the speaker should be able to express his or her opinion in a way that makes it easy for the listener to understand the message.

b. Speaking Ability

Speaking is a productive skill. This is an activity that verbalizes words and phrases. This ability allows people to express their thoughts, ideas and opinions about the world. Speech allows people to communicate with others directly or indirectly. Speech is the process of constructing and conveying meaning using verbal and non-verbal symbols in various contexts. This is supported by (Sofian and Raisya, 2022), who state that speaking is a key skill in learning skills because it allows them to switch between the roles of speaker and listener while using verbal and nonverbal communication efficiently.

According to Moh Mahmud (2018), speaking ability is one of the skills to be achieved in modern language teaching. This also includes English, speaking is one of the linguistic components of language skills taught and learned. According to Dini & Setiawati (2018), the ability to speak is one of the abilities considered to be a human social control tool. They state that speaking is a form of human behavior that requires strenuous physical activity. Psychological, neurological, semantic and verbal factors. Based on the theory above, researchers conclude that the ability to speak is one of the human abilities to say something. In this way, the speaker conveying the message is correct and the listener can understand it. This includes the ability to express yourself clearly, accurately and appropriately in a variety of situations and contexts, including formal and informal situations, public speeches and conversations, and other diverse subjects and subjects.

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c. Components of Speaking

According to Selawati & Sofian (2019), speaking has several components.

1. Grammar

    Grammar is necessary to enable students to construct correct sentences in conversation, both in writing and in speaking. Grammar is a systematic way of describing and predicting the language skills of an ideal speaker or listener.

2. Vocabulary

    Vocabulary means the most important thing in proper grammar, or language, especially when speaking. In addition, knowing a lot of vocabulary makes it easier for you to express your thoughts, feelings and thoughts both verbally and in writing.

3. Pronunciation

    Pronunciation is how students create a clearer voice when speaking. Even with limited vocabulary and grammar, good pronunciation and intonation enable students to communicate effectively. Pronunciation is the traditional or customary pronunciation of words.

4. Fluency

    Fluency can be defined as the ability to speak fluently and accurately. Fluency is the goal of many language learners. A reasonably fast speaking rate is one sign of fluency.

5. Comprehension

    Comprehension is the ability to understand. If people want to talk about a topic (any topic), they need to know and understand everything about that topic.

6. **Assessment of Speaking**

Based on O'Malley & Pierce in Sari (2019), there were several indicators that acted as a measure of a student's speaking ability. Audio measurement metrics include:

Table 2.1 Indicator of Speaking by O'Malley and Pierce in Sari (2019)

Aspects	Criteria	Score	Indicator
Vocabulary	Poor	1	Uses only basic vocabulary and expressions
	Fair	2	Uses limited vocabulary and expressions
	Good	3	Uses a variety of vocabulary and expressions
	Excellent	4	Uses a variety of vocabulary and expressions almost never makes some errors in the word choice
Accuracy	Poor	1	Uses basis structures and makes frequent errors
	Fair	2	Uses a variety of structures with frequent errors, or uses basic structures occasionally
	Good	3	Uses a variety of grammatical structures, but make some errors
	Excellent	4	Uses a variety of structures with only occasional grammatical errors
Fluency	Poor	1	Hesitates too often when speaking, which interferes the communication
	Fair	2	Speaks with some hesitation, which often interferes the communication
	Good	3	Speaks with some hesitation, with seldom interferes the communication
	Excellent	4	Speaks smoothly, with little hesitation that does not interfere the communication
Pronunciation and intonation	Poor	1	Makes frequent problems with pronunciation and intonation
	Fair	2	Pronunciation and intonation were sometimes not clear or accurate
	Good	3	Pronunciation and intonation were clear or accurate
	Excellent	4	Pronunciation and intonation were almost always clear or accurate

From the table above, researchers discovered that there are several metrics for measuring speaking skill. Pronunciation and intonation, fluency, accuracy and vocabulary.

7. Teaching Speaking

When students choose to learn a language, they are interested in learning to speak that language as fluently as possible. According to Dina et al. (2022) there are several things speakers do in public.

1. Take time to get to know your audience. This method simplifies the presentation process.
2. Understand what the prep work is and where to speak when you are asked to speak in public.
3. You can know the current number of viewers, age, gender, education level, religion, friendship, etc.

2.1.2 Small Group Discussion

a. The Definition of Small Group Discussion

Small group discussions allow moderators to present topics and ideas for group discussion among participants. Small group discussions follow democratic guidelines, and everyone can post as many ideas for others to discuss and ponder.

According to Hadiansyah in Mardiyah Atiqah (2023), small group discussion is an activity conducted by students divided into small groups of 2-4 people to achieve the outcome of each group member being given a material problem and discussing and solving it together.

According to Kindsvatter (Lalu Bohari 2019), small group discussions are "small groups of students designed to achieve specific goals, allowing students to take more responsibility for their learning, develop social and leadership skills, and engage in alternative teaching approaches."

Fauzi in (Mardiyah atiiqah at all, 2023) states that a more effective strategy that teachers can use with students in the classroom is small group discussion. This is because some students cannot do their homework on their own and therefore cannot study effectively in school. Thus a lazy learner is created. For this reason, this activity is conducted

to help students exchange ideas with other students and create a positive and interactive learning atmosphere.

Based on some of the definitions above, it can be concluded that a small group discussion is a group of 3-5 students who come together to interact and share material to achieve a learning goal.

b. Main Procedural Steps in Using Small Group Discussion

Small group discussions serve intellectual, emotional, and social ends. On an intellectual level, discussions help participants become aware of the diversity of opinions on a topic. Emotionally, the participants are in some way personally involved in the topic being discussed, and it can be important to them. And socially, group discussions build a sense of cohesion and trust between each other.

According to Diane Lapp (Marhaeni Ever, 2022), small group discussions have the following steps:

Start with small groups that work well together. Have them arrange their desks in a small circle to continue project planning and decision making. It would be a good idea for them to elect a chairman and implement their ideas. As such, they have extensive experience working in groups and have encountered some of the problems that always arise in collaboration.

Second, individuals within the group are divided into their own subgroups and served as leaders for the other groups. Individuals in this group can effectively act as helpers for new, inexperienced groups.

Third, set some well-defined, achievable tasks that provide early reinforcement. Once the group has completed its work, students will be more satisfied with the group and their participation in it.

Fourth, work purposefully with each group in turn. This should be done in a way that your students will notice your attention and feel secure that their time is theirs. Sit down with them and systematically research the "state of the project" with each member of the group. This activity motivates students to learn.

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Fifth, provide different kinds of resource materials. Teachers can also provide media. B. Images, realities, etc. to increase student participation in the information session and make the information session more understandable for all group members. Materials should also be provided to create media support materials for the group report.

Sixth, as the students do their assignments, the teacher asks students in each group to report and discuss the results of their small group interactions and to develop suggestions for short, lively information-sharing sessions.

Based on the procedure of a small group discussion with 9th graders of SMP Swasta Itai. In conducting this study, the researchers will modify the above procedure to suit the needs of students in the field, using different objects as materials.

1) Researchers prepare materials for students.
2) Researchers explain the purpose of learning to students.
3) Researchers give students time to ask questions.
4) Researchers use small group discussions to describe activities that students do.
   a) Researchers divide students into several groups. The group she will consist of 3-4 members.
   b) A researcher talks about the subject.
   c) All students in each group discuss and exchange knowledge, ideas and opinions on the topic.
   d) Researchers ask students to write short, simple descriptions of people, animals, and things according to their ability, and discuss them in English-speaking groups.
   e) The researcher asks the students to share their group's results.
   f) The researcher corrects the student's mistakes.
5) Researchers give students time to ask about their difficulties in learning the material.
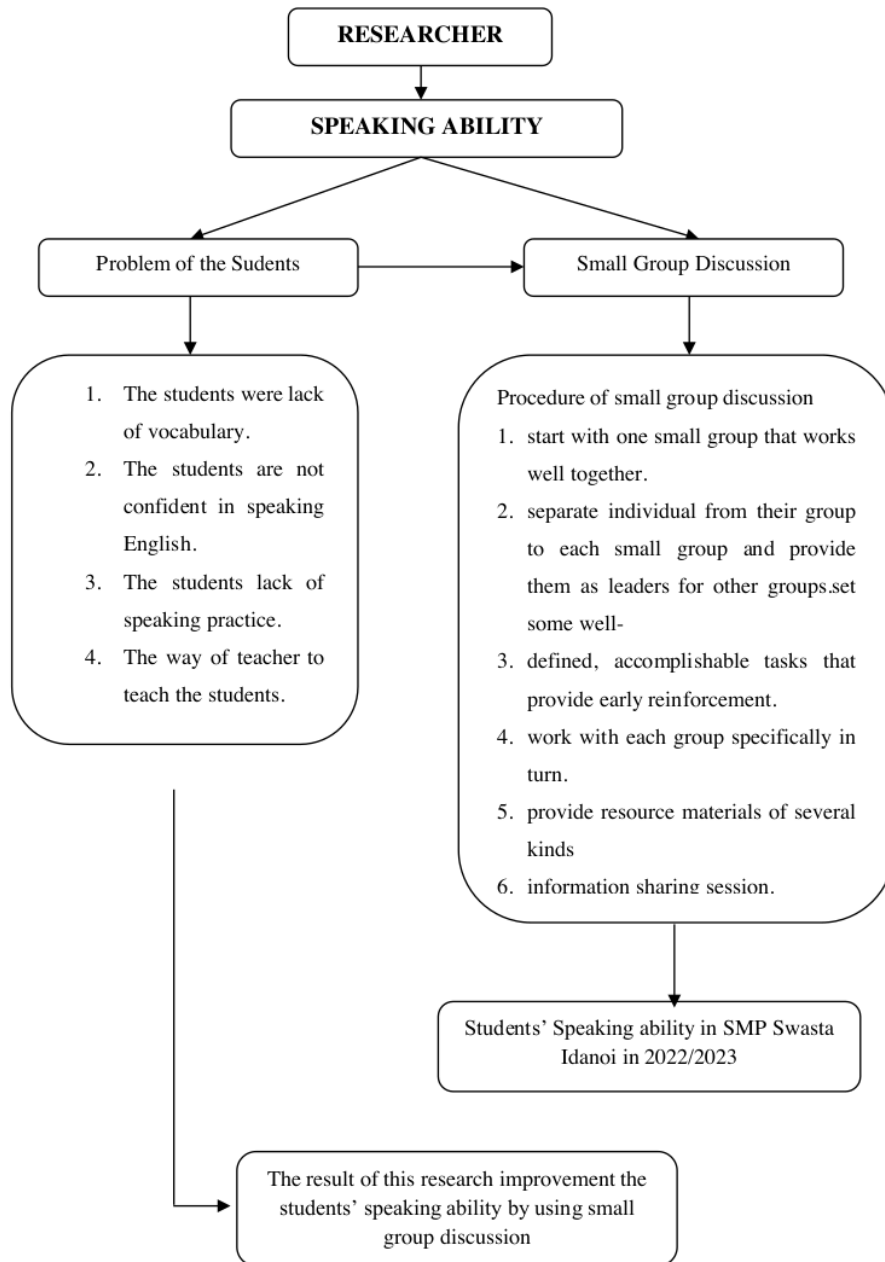6) Researchers answer student questions.

7) The researcher completes the material.

8) Researchers motivate students.

9) Researchers complete the teaching and learning process.

2.1.3 Conceptual Framework

This study was conducted at SMP Swasta Itai. This study was conducted using researcher observations as a starting point for the study. Based on the researchers' observations, the researchers found data that students had trouble learning English in relation to their speech. Based on this, the researcher SMP chose Swasta Idanoi as the research site.

The study conducted was a classroom behavioral study focused on increasing students' vocabulary by using the bingo game as an action to overcome the problems encountered. The framework for this study is:

Figure 2.1 Conceptual Framework

```
                    ┌─────────────────────┐
                    │     RESEARCHER      │
                    └─────────────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
                    │  SPEAKING ABILITY   │
                    └─────────────────────┘
                        ╱            ╲
                       ╱              ╲
        ┌──────────────────────┐   ┌──────────────────────┐
        │ Problem of the Sudents│──▶│ Small Group Discussion│
        └──────────────────────┘   └──────────────────────┘
                   │                          │
                   ▼                          ▼
```

Problem of the Students	Small Group Discussion
1. The students were lack of vocabulary. 2. The students are not confident in speaking English. 3. The students lack of speaking practice. 4. The way of teacher to teach the students.	Procedure of small group discussion 1. start with one small group that works well together. 2. separate individual from their group to each small group and provide them as leaders for other groups.set some well- 3. defined, accomplishable tasks that provide early reinforcement. 4. work with each group specifically in turn. 5. provide resource materials of several kinds 6. information sharing session.

Students' Speaking ability in SMP Swasta Idanoi in 2022/2023

The result of this research improvement the students' speaking ability by using small group discussion

1.1 Hypothesis

       The researcher formulates the hypotheses in this research as follow:

H0   : Small Group Discussion does not improves the students' ability in speaking

H1   : Small Group Discussion improves students' ability in speaking

CHAPTER III
RESEARCH METHOD

3.1   Type of the Research

Researchers conduct action research in the classroom, as research is done to improve students' ability in speaking. According to Hopkins in Asrori (2020), classroom action research is a combination of substantive action research, action taken in the field of investigation, or a person's attempt to understand what is happening while engaging in processes of improvement and change.

According to Carr & Kemmis in Asrori (2020), classroom action research is actions carried out by teachers, students, or participants in social situations with the aim of improving social or educational practices while being aware of the realities of the field. Furthermore, Kasbola states in his Asrori (2020) that classroom action research, a method of improving the quality of education by directly addressing what is happening in the field, that is, the classroom problem, has become a research topic.

Based on the above understanding, it can be concluded that classroom activity research is research conducted directly in the field by teachers and other stakeholders to identify situations occurring, with the aim of addressing problems occurring where the research is conducted. Action research in the classroom is research that aims to discover and solve problems on the spot using intentional actions in order to increase the value of educational practice.

Classroom action research is also related to qualitative research. According to Hardani at all, in 2020 the process of qualitative research usually uses a cyclical process rather than a linear one as is the case with deductive hypothesis, positivism, empirical behaviorism, non-theoretical, atomistic and universalist research approaches. In qualitative research, the research cycle begins with the selection of a research project. research project. Next, ask questions about your research project, collect data about the questions, record and analyze the collected data. Analyze it. This

process is repeated several times depending on the scope and depth of the required research question.

Based on this understanding, it can be concluded that classroom action research and qulaitative research are both carried out using cycles depending on the success of the research. In addition, this research is also carried out in the classroom when the teaching and learning process is taking place.

3.2 Procedure of the Research

This study will use Kemiss & Taggart research model which consists of 4 stages, namely: Planning, action, observing, and reflection.

a. **Planning**

Planning is the work of preparing everything that will be used in the study and how the study will work. This includes the syllabus, study materials and study strategies.

b. **Action**

It is the teacher's effort as a desirable improvement.

c. **Observation**

Observation is the activity of observing actions that take place during a teaching or learning activity.

d. **Reflection**

This is the activity of reviewing, analyzing and evaluating the processes carried out in order to improve the original plan.

Action research conducted in the classroom consisted of cycles that depended on the success of the actions taken. In this study, each cycle consisted of two of his meetings. Researchers will proceed with their research as follows.

Meeting 1

a) Planning

1) Researcher analyzed the syllabus and basic competencies.

2) Researcher makes teaching materials in accordance with basic competencies

3) Researcher develops learning scenarios or lesson plan

4) Researcher prepares Bingo cards that are used as action tools

5) The researcher makes an evaluation tool as a material for reflection to take further action as well as a measuring tool for the success of the actions taken

b) Action

a) Pre-teaching

1) The researcher enters the class, greets the students, and invites students to pray

2) The researcher introduces her self for students

3) Researcher checks student attendance list and provide motivation to students

4) The researcher introduce the material to be studied by students and explains the learning objectives

b) Whilst teaching

1) The researcher activate the students' background knowledge by asking them some questions related to the topic.The researcher explains some of the speaking ability.

2) The researcher explains the general understanding about speaking.

3) The researcher explains the material a short and simple descriptive, about people, animals, and things.

4) The researcher give an example of short and simple descriptive, about people, animals, and things to the students to students.

5) The researcher introduce the Small Group Discussion strategy and explain it.

6) The researcher divides the students to make a group consist of three until four person.

7) [1] The researcher ask the students to discuss about [1] short and simple descriptive, about people, animals, and things by speaking.

8) The researcher ask the students difficulties.

9) The researcher ask the students to recheck and to elaborate their discussion by speaking.

10) [1] The researcher ask the students to [1] tell about short and simple descriptive, about people, animals, and things by speaking.

11) The researcher evaluates the students ability based their speaking.

12) Researcher provides opportunities for students to ask questions about the material they are studying

c) Post-teaching

1) The reseacher ask the students if they have the difficulties in comprehending the material.The reseacher explain and answer the difficulties to the students.

2) The researcher asked the students to pray and ended the meeting by greeting

3) The researcher conclude the material.

4) The researcher close the lesson and greet the students.

c. **Observation**

1) Researcher makes observations during the learning activities that take place

2) The researcher observes the implementation of the actions taken during the activity

3) Researchers observes students' responses to the activities carried out

d. Reflection

1) Researcher makes notes related to the results of observations that have been carried out

2) Researcher evaluates the success of the actions that have been taken and see the weaknesses that occurred during the activities carried out as a guide for taking action in the next meeting

1) Meeting 2

a) Planning

a) Researcher prepares teaching materials according to the syllabus and basic competencies

b) Researchers prepare the material that will be discuss by students in small group discussion

c) The researcher prepares an evaluation tool that is used as a measurement for the actions taken

d) Researcher prepares important things that are deemed necessary to increase student scores based on the results of the activities at meeting 1

b) Action

a) Pre-teaching

1) The researcher enters the class, greets the students, and invites students to pray

2) Researchers check student attendance list and provide motivation to students

3) The researcher briefly introduces the material to be studied and the learning objectives

b) Whilst teaching

1) Researcher asking the material that has been studied before

2) The researcher asks the students to mention some of the speaking material they had learned before

3) The researcher explain the material to the students

4) The researcher asks the students to retell the material that they have been learned

5) The researcher divides students into several groups and give one topic that will be increase by students

6) Researchers take action by ask the students to tell what they had discuss

c) Post teaching

1) The reseacher ask the students if they have the difficulties in comprehending the material.

2) The reseacher explain and answer the difficulties to the students.

3) Researcher concludes the material that has been studied
The researcher close the lesson and greet the students.

d) Observation

1) Researcher doing the observations during the learning activities carried out

2) Researchers observes students' progress in learning

3) Researchers observes students' weaknesses in learning

c) Reflection

1) Researchers analyze and evaluate the results of observations that have been carried out

2) Researchers evaluate student scores as a measure of success

3) The researcher formulates the success of the actions taken as a guideline used to continue or not to carry out the actions in the next cycle.

3.3 Setting and Schedule of the Research

This research will be conducted at SMP Swasta Idanoi, located in Siwalubanua II Village, Gunungsitoli Idanoi District. This research will be conducted in collaboration with an English teacher at school, namely Madam Pinta Hasrat Zendrato, S.Pd. This research will be carried out in cycles. The number of cycles depends on the success of the actions given during the activity.

Based on classroom action research procedures, this research will be carried out in March and ends according to the success of the actions taken.

3.4 Subject of the Research

The subjects of this study are student in Eighth grade at SMP Swasta Idanoi. Based on the results of observations, there are 71 students in grade 8 divided into 3 classes. In this study, researchers will carry out research in class 8A, totaling 23 people.

3.5 Variables of the Research

The research variable is the object or focus that is examined by the researcher. In this study, there are two variables, namely the independent variable and the dependent variable. The variables used the Small Group Discussion as an independent variable (X) and students' speaking ability as the dependent variable (Y). In this study, the researcher uses both variables to improve students'speaking ability by using small group discussion in the Eighth grade of SMP Swasta Idanoi in 2022/2023.

3.6   Instrument of the Research

There are two kinds of collecting the data in this research namely qualitative and quantitative data. Qualitative data is data that refers to the students and researcher activities, behavior, and attitudes in the class during theaching and learning process. The data is obtain from the researcher and students activities in the classroom. Meanwhile, quantitative data is the data that refers to increasing the students' ability in reading comprehension through Small Group Discussion. The data is obtain from the students' speaking ability.

In collecting data in this research the resaercher use the research instrument namely:

1. Observation Sheet

    The observation sheet consist of the activities that the researcher and the students done during the teaching and learning process in the classroom. The function of doing this observation is to observe all things that happen during the implementation of the action and to know how the response of the students and as guidelines for the teacher in make the reflection improve the way to teach.

2. Evaluation Sheet

    Evaluation sheet is use to collect the data. Evaluation include the work sheet of the students that the researcher collect from the students to know their ability in speaking ability.

3. Field Notes

    Field note is a piece of blank paper that used by the teacher-collaborator to know the weakness, strength and improvement during the teaching-learning process in the social events.

4. Test

    In this research, the researcher will be used oral test and sounds record to know the students improvement in speaking. The

researcher asks the students through oral in the learning process. An oral test, is a type of exam where students are questioned orally by the teacher to assess their knowledge of a particular subject/topic.

In this research, the researcher will be use some questions that related the learning material as oral test, that will be asked by the researcher for the students and record the students by using sound record to make easy for the researcher in analysing process. An example of this is a teacher asking a student a question to describe a person, object or animal and answering it on the spot by speaking.

3.7 Data Collecting Technique

Data collection techniques are steps taken by researchers to obtain information related to the research being conducted. In this study, researchers used observation and evaluation sheet.

a. Observation

Observation is an activity carried out by researchers during the activity to obtain data.

b. Evaluation sheet

An evaluation sheet is a test given to students as a measurement of the success of the actions taken so that researchers can draw conclusions about the activities carried out.

3.8 Indicators of the Research

The indicator of success in this study is an increase in students' speaking ability in English in the eighth grade of SMP Swasta Idanoi. Improved student ability can be seen in the results of student work, and increased student speaking. Based on the Minimum Competency Criteria (MCC) that has been set by the school, the reference for student success is 65.

3.9 Data Analysis Technique

In this research, the researcher analyzes the data of the students. The researcher analyzed by using qualitative and quantitative design.

a. Analyzing the Qualitative Data

Qualitative data is the data that refers to the students and researcher activities, behavior and attitudes in the class during teaching learning process. The data was obtained from the researcher and students activities in the classroom. To analyze the qualitative data the researcher was done in three steps as follows:

1. Reduction Data

Reduction of data is evaluating and classifying the data based on information and must be organized according to the statements of this research.

2. Explanation Data.

Explanation of data is all the data that have been organized by the researcher must be classified to get the meaning.

3. Conclusion Data.

Conclusion is after the explanation of the data, the researcher take some conclusion about the data in statement of formula form.

Analyze and evaluate the data through formula as Arikunto in Asrori (2020):

$$P = \frac{F}{N} \times 100$$

In which:

P = Percentage of student learning activity level

F = Total value of the level of student learning activity

N = Total value of the ideal student learning activity level

Furthermore, Asrori (2020) classify the level of achievement of the action in the form of a scale (%):

Table 3.1 Classification of Action Achievement

Percentage (%)	Classification
92-100	Very well
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

b. Analyzing quantitative data

Analyzing quantitative data is analyzing students' speaking. The data obtained from the evaluation sheet. The evaluation sheet will be analyzing and evaluates by scoring the result of students' works by using formula proposed by Arikunto in Asrori (2020), as follows:

$$P = \frac{F}{N} \times 100$$

In which:

P= Score

F= Obtained score

N = Maximum scores

The research will classify the students' score using a scale as the students' achievement criteria, as follows:

Table 3.2 Scale of Students' Score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

CHAPTER IV

RESULT AND DISCUSSION

4.1 Research Findings

4.1.1 Research Settings

The location of the research was held in SMP Swasta Idanoi. It was located in Siwalubanua II Village, Gunungsitoli Idanoi District. There was 1 headmaster, 14 staff, and 62 teachers. The total numbers of students were 221 persons. The total numbers of classes were 39 classes where the seventh grade consisted of 3 classes, the Eighth grade consisted of 3 classes, and the nineth grade consisted of 3 classes. Besides that, there was a headmaster's room and a library.

The subject of this research was the eighth grade students especially VIII-B which consisting of 23 students. There were 14 boys and 9 girls. Before doing the research, the researcher asked permission to the headmaster in the school and after getting the improvement from him, the researcher did the research. In implementing this, the researcher had done some procedures, such as: planning, action, observation and reflection.

To implement the research, the researcher was helped by the English teacher of SMP Swasta Idanoi as a teacher-collaborator in observing the students' and the researcher's activities during the teaching-learning process in order that the activities of the research could run and the result of the research could be valid. All of the students present during this research. The researcher performed this research for two cycles which is each cycle consisted of two meetings.

4.1.2 The Explanation of Each Cycle in Improving the Students' Speaking Ability by Using Small Group Discussion

The researcher has been conducted into two cycle and has been divided into two meeting for each cycle.

a. Cycle I

In conducting Cycle I, the researcher took two meetings. The process of the research in Cycle I as follows:

1. First Meeting

There were some activities that the researcher did in the first meeting of Cycle I, they are:

a) Planning

Before doing the action, there were some preparations that the researcher did, such as preparing the syllabus, lesson plan, material and speaking test for the students, observation sheet for the researcher and the students, field notes.

b) Action

After planning, the researcher conducted the action in the classroom. The first meeting was held on tuesday 22nd May 2023. The time allocation is 2 x 45 minutes. The researcher entered the classroom together with the teacher-collaborator. The teacher-collaborator gave the chance to the researcher to start the activities bases on the procedures in lesson plan. The researcher greeted the students and all of them gave the responses. The researcher introduced herself to the students and tell the students what the purpose of doing this research. Then, the researcher introduces the material to students.

The researcher continued to do whilst teaching-learning activities. The researcher explained the definition of a short and simple descriptive to the students and gave the example. Then, researcher explain about Small Group Discussion in front of class and the

students listen research explanation. After that, the researcher gave the time students' to pose the question about the material. The researcher guided the students to apply small group discussion to do speaking test. The researcher divides the students to make a group consist of three until foive person. The researcher ask the students to discuss about short and simple descriptive with their group. The researcher helped the students in their difficulty to pronounce some of the wrong words and helped to find some vocabulary related to the material. After that, the researcher instructed the students to tell about their discussion result by apply small group discussion. After the students finished to telling discussion result, the researcher appreciate the students work and then tell the students whats their wrong when telling their discussion. Some of the students did not run well when they speak in front of class. In the post teaching learning activities the researcher concluded the material and listen by the students, the researcher closed the class and greeted the students.

c) Observation

Based on the result of the students' observation sheet, the students' activities in the first meeting of Cycle I, as follows:

a. The average of students who had done all the activities were 173 activities (68%) of 254 activities.

b. The average of students who undone all the activities were 81 activities (32%) of 254 activities.

While based on the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher were as follows:

a. The activities had been done by the researcher were 15 activities (72%) of 21 activities.

b. The activities had not been done by the researcher were 6 activities (29%) of 21 activities.

In this meeting, the researcher found some weaknesses in implementation of Small Group Discussion, they were:

a. Some of students did not listen to the researcher greeting

b. Some of students did not listen to the researcher explanation of the material.

c. The researcher did not give time for students to ask something that unclear in learning process.

d. The researcher did not improve the students mistake in English

a) **Reflection**

Based on the result of the observation sheet explained before, the researcher planned some improvement in the next meeting, such as:

a. The researcher invited the students to greet back after researcher greeted them.

b. The researcher invited students to more focus on the material when the researcher explained.

c. The researcher invited students to ask something that unclear in the learning process.

d. The researcher told and improved the students' weaknesses by using Talking Stick strategy during teaching learning process in the first meeting of the Cycle I.

2. Second Meeting

The second meeting was held on friday, 25th May 2023. The time allocation used was 2 x 45 minutes in the classroom. The researcher did some activities in the second meeting cycle I such as, planning, action, observation and reflection. The explanation of the activities is explained below:

a) Planning

In second meeting of cycle I, the researcher prepare many things, such as; the lesson plan, students attendance list, material, observation sheet (for the researcher and the students'), field notes and evaluation sheet.

b) Action

After planning, the researcher conducted the action in the classroom. The researcher continued the first meeting activities. It was the discussion and evaluated the students' speaking ability by using small group discussion.

The researcher greeted the students and all of the students respond it. Then, the researcher checked the students' attendance list. All the students were present. The researcher asked the students to continue the discussion about the material. The students followed the researcher instruction. The researcher invited the students to retell the last material individually. But some of the students did not speak the discussion invidually. The researcher walked around the classroom to make sure that all of the students did the discussion by small group discussion. However, there were also some students who were able to retell the results of the discussion in a different time.

When the students speak individually, the researcher assessed by crossing every single mispronounced when they speak in front of class, how many time they need speak and how their prosody or meaning expression when they speak. The researcher made discussion with the students about the answer. The students gave their opinion about the answer related they difficult in speaking ability about mispronounce the word. The researcher took the conclusion and closes the meeting by greeting the students.

c) Observation

Based on the result of the students' observation sheet, the students' activities in the second meeting of Cycle I could be described as follows:

a. The average of students who had done all the activities were 260 activities (77%) of 336 activities.

b. The average of students who had undone all the activities were 76 activities (23%) of 336 activities.

The result could be seen in graphic 4.3 below :
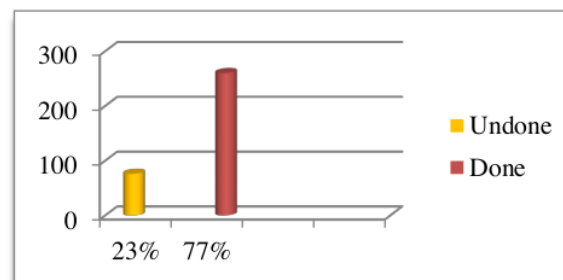
Graphic 4.3 The Percentage of the Students' Activities in Second Meeting of Cycle I

While based on the result of the researcher's observation sheet, the activities had been done by the researcher as follows:

a.   The activities had been done by the researcher were 19 activities (86%) of 22 activities.

b.   The activity had not been done by the researcher was 3 activity (14%) of 22 activities.

It could be seen in Graphic 4.4 below:
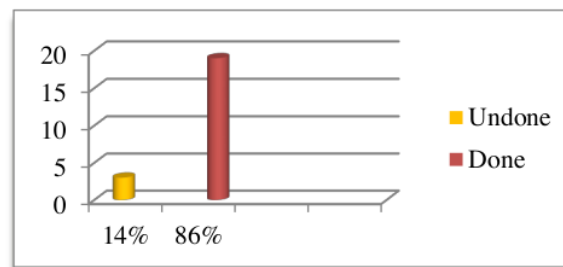
Graphic 4.4 The Percentage of the Researcher' Activities in Second Meeting of Cycle I

In this meeting, students done 77% the activities during the teaching and 23% undone activities in the learning process. The researcher done 86% of all the activities. So, the researcher had 14% undone activities in the second meeting of Cycle I. Based on the graphics, it could be concluded that in the second meeting the activities of the students and researcher in the teaching learning process increased.

However, the researcher found some weaknesses in the second meeting which should be improved in the next meeting and some strength which should be maintained during teaching-learning process. The weaknesses have been written by teacher-collaborator as follows:

a. Some of students did not responded when the researcher ask about their previous material.

b. Most of students difficult to pronounce the correct words.

c. All the students did not give their question about unclear material.

[6]
The strengths which were found by the teacher-collaborator at the second meeting namely:

a. All the students were respond the researcher's greeted in the second meeting.

b. The students could understand what the researcher explanation and focus to hear the researcher.

c. Most of students interested to speak in English

[6]
d. The entire students attended the classroom and did the test.

e. The researcher done to improves and gave time for students to ask questions.

d) **Reflection**

In the second meeting in Cycle I, the researcher examined the students' speaking abiliy by using small group discussion. After checked the result of the students' evaluation, it could be explained in Table 2 in the next page:

Table 4.1 The Students' Speaking Ability by Using Small Group Discussion at The Eighth Grade of SMP Swasta Idanoi In Cycle I

No	Score	Classification	Frequency	Percentage
1	85 -100	Very good	-	-
2	75 – 84	Good	-	-
3	63 – 74	Enough	3 students	14 %
4	35 – 62	Less	20 students	86%
5	0 – 34	Fail	-	-
	Total		23 students	100 %

The result of the students' speaking ability in Cycle I could seen below:
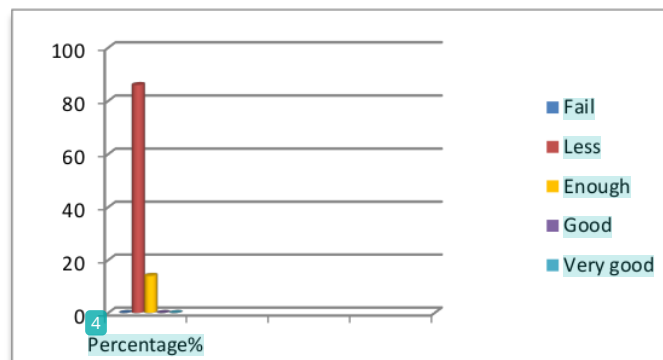
Graphic 4.5 The Percentage of the Students' Speaking Ability of Cycle I

Data from the previous table and graphic explained that the students' ability in speaking after implementing the small group discussion in cycle I was still lacking and did not pass the MCC. There were 20 students who were classified as "Less" (86%) where the students were able to spoken in English, even by using limited vocabulary and expressions, the students also often used error grammatical and spoken with many interferes and hesitation while spoken in English. The pronunciation of those students often not clear or inaccurate. There were 3 students were classified as "enough" level (14%) where students used a variety of vocabulary and expressions when spoken, the student also still spoken with some hesitation but it was seldom to interferes the communication, grammatical used by the students was variety even, with some errors, pronunciation of these student was clear and almost accurate in ear.

Only 3 students scored "enough" level (14%) This shows that in Cycle I the students were still not able to speak fluently. This was due to several activities that were not carried out by students and researchers in Cycle I, there were several Small Group Discussion procedures that were not carried out by students such as: students did not listen to material taught by researchers, students too shamed in provide their ideas in English spoken , and students do not express their opinions seriously. Therefore researchers want to continue the research.

b. **Cycle II**

In conducting cycle II, the researcher is done in two meetings by following the procedures:

1. **First Meeting**

The first meeting was held on Saturday 4th June 2023, the meeting was held around 2 x 45 minutes. The stages of the researcher as follow:

a) **Planning**

Based on the result of reflection in Cycle I, the researcher tried to improve the weaknesses by doing good preparation before conducting the action. The researcher prepared many things, such as: lesson plan, oral test for speaking by using small group discussion, observation sheet for the researcher and students, and field notes.

b) **Action**

The first meeting of Cycle II, the researcher conducting the teaching learning process in the classroom by considering the weaknesses from the first. The researcher followed the activities which had been arranged in lesson plan. The researcher entered the classroom together with the teacher-collaborator and greeting the students. All of the students responded the greetings. After that, the researcher ask the students condition and asked one of the students to pray. Then, the researcher checked the students' present list. All of the students were present at the meeting.

In whilst teaching, the researcher told to the students about the result of their test is still less. The researcher briefly introduces the material to be studied and the learning objectives. The researcher explained more the definition of descriptive text and gave an example.

After that the researcher divides students into several groups and give one topic that will be increase by students. Then, researchers ask the students to tell what they had discuss. Then, the researcher ask to the students what their difficulties in teaching learning process. The researcher guides and helps the students to answer their difficulties. In

this activities guides the students in group and individually to pronounce every the word that they could not to speak. After that, the researcher asks the students speak in group by using small group discussion. The students follow the researcher instruction and the students discuss the topic that have been gave in their group.

After finishing it, the researcher took the conclusion of the material that had been discussed. Finally, the researcher closed the class by greeting the students and reminding them about the next meeting in other that they would study hard at home.

c)   **Observation**

Based on the result of the students' observation sheet, from the teacher-collaborator the students' activities in the first meeting of Cycle II could be described as follows:

c.   The average of students who had done all the activities were 286 activities (85%) of 336 activities.

d.   The average of students who had not done all the activities were 50 activities (15%) of 336 activities.

The result could be seen in graphic 4.6 below :
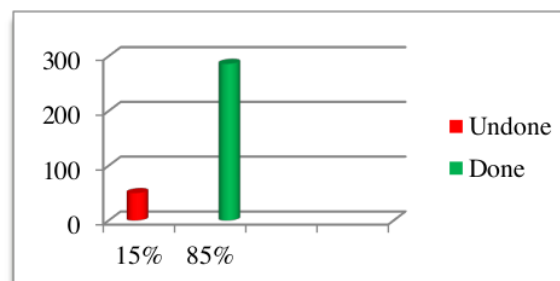
Graphic 4.6 The Percentage of the Students' Activities in First Meeting of Cycle II

While based on the result of the researcher's observation sheet, the activities had been done by the researcher as follows:

c. The activities had been done by the researcher were 19 activities (90%) of 21 activities.

d. The activity had not been done by the researcher was 2activity (10%) of 21 activities.

It could be seen in Graphic 4.7 below:
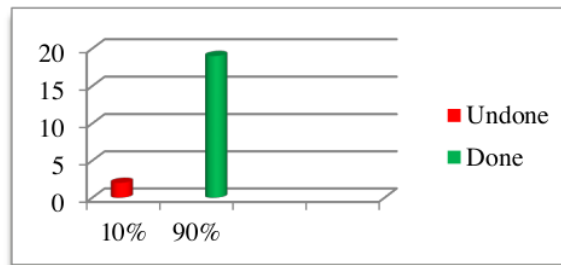
Graphic 4.7 The Percentage of the Researcher' Activities in Second Meeting of Cycle I

Based on the result of the observation sheet in the first meeting of Cycle II, the researcher found some weaknesses as follows:

a. Some of the students' did not read the example text that gave by the researcher.

b. Some of students still shamed to spoke in English

However, the researcher also found some improvement in the second meeting as follows:

a. All the students were responding the researcher when asked about their previous material.

b. The students were enthusiastic to ask their question to the researcher.

c. Most of the students improved their pronunciation when spoke in English.

d. Most of the students followed researcher's instructions when conducted Talking Stick Strategy.

e. All the students were active on teaching learning process.

d) Reflection

In this step, the researcher tried to decrease the weaknesses by doing some improvements in the next meeting as follows:

1) The researcher invited students to comprehend and read the text, that gave by the researcher.

2) The researcher invited and motivated all the students to be brave when spoke in English, when conducted Small Group Discussion.

2. Second Meeting

In the cycle II, the second meeting was held on Friday 07th June 2023. The time allocation used was 2 x 45 minutes in the classroom. The researcher did some activities in the second meeting such as planning, action, observation and reflection. The explanation of the activities is explained below.

a) Planning

There were some preparation that the researcher prepared before doing the action in the second meeting of Cycle II. The researcher prepared lesson plan, reading text, evaluation sheet for the researcher and students' activities, students' evaluation sheet, and field note.

b) Action

The researcher did the action after making sure that everything has been prepared well. The researcher did the teaching learning process in the classroom which consisted of pre-teaching learning

activities, whilst-teaching learning activities, and the post-teaching learning activities. The researcher entered the classroom and greeted the students. All of them gave good response. Then, the researcher checked the students' attendance list. The students were present. Then, the researcher reminded the students about the last material. The students gave their response and then the researcher concluded about the student's response.

After the discussion is finished, the researcher distributed the evaluation sheet to the students. In this meeting the researcher evaluated the students when they doing the reading test by using multimedia running text. The researcher walked around the class to make sure that the students to evaluate them. In this activities, the researcher evaluate the reading fluency of the students when they read the text with identify the three aspect of reading fluency namely accuracy, rate and prosody. The researcher gave notes for every students based on the aspect above. After all the students done doing the reading test, the researcher gave the time for the students so post question.

After they has finished, the researcher did not forget to ask the students' difficulties about the material. After taking the conclusion, the researcher ended the class by greeting the students.

c) **Observation**

Based on the result of the students' observation sheet, the students' activities in the second meeting of Cycle II could be described as follows:

a. The average of students who had done all the activities were 326 activities (97%) of 336 activities.

b. The average of students who had not done all the activities were 10 activities (3%) of 336 activities.

The result could be seen in graphic 4.8 below :
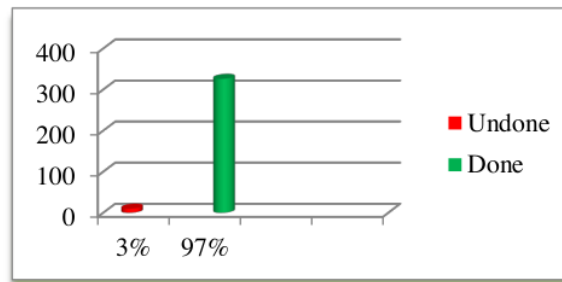
Graphic 4.8 The Percentage of the Students' Activities in Second Meeting of Cycle II

While based on the result of the researcher's observation sheet, the activities had been done by the researcher as follows:

a. The activities had been done by the researcher were 22 activities (100%) of 22 activities.

b. The activity had not been done by the researcher was 0 activity (0%) of 22 activities.

It could be seen in Graphic 4.9 below:
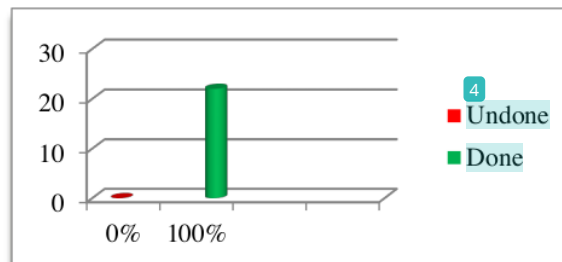
Graphic 4.9 The Percentage of the Researcher' Activities in Second Meeting of Cycle II

From the graphic above, it showed that the activity of the students in second meeting of cycle II was 97% or classified as "very good " level. While, the researcher done 100% of all the

activities in the second meeting of cycle II, or classified as "very good" level.

There were some strengths, founded by the teacher-collaborator at the second meeting of cycle II as follows:

a. All the students were braved and interested to speak in English and able to describe something in English.

b. All the students followed the instruction of the researcher in conducting teaching-learning process.

c. All the students were seriously to read the example that gave by the researcher.

d. All the students were actively and enjoy to conduct the Talking Stick Strategy and could describe something better and more brave.

d) Reflection

In the second meeting of Cycle II, the researcher evaluated the students' ability in speaking English by using Small Group Discussion. After checking the result of the students' evaluation, it could be explained in Table 4.2 below:
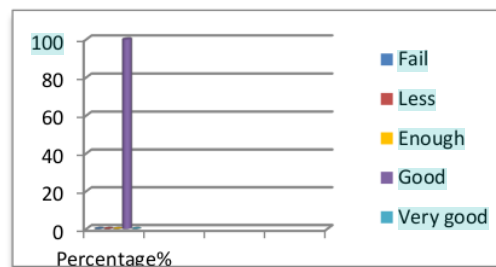
Table 4.2 The Students' Speaking Ability by Using Small Group Discussion at The Eighth Grade of SMP Swasta Idanoi In Cycle II

No	Score	Classification	Frequency	Percentage
1	85 -100	Very good	-	-
2	75 – 84	Good	23 students	100%
3	63 – 74	Enough	-	-

4	35 – 62	Less	-	-
5	0 – 34	Fail	-	-
Total			**23 students**	**100** %

The data from the table explained that the students' ability in speaking after applied Small Group Discussion was good and increase the students' ability in speaking. There were 23 students who got "Good" level (100%) it means the student able to spoke in English with accurate, the students able to used many of variety of vocabulary and expressions even with some mistakes, the students speaks with some hesitation, but seldom interferes the communication when speak. The student pronunciation also clear and use good intonation, even some problems with it.

The result of the students' speaking Ability in Cycle II could see in graphic below:

Graphic 4.10 The Percentage of the Students' Speaking Ability of Cycle II

The graphic showed that the students' ability after applied Small Group Discussion were increased. This caused of all activities and procedures of Small Group Discussion in Cycle II already done by the students and researcher. All students were categorized in "Good level".

Therefore, the researcher concluded that Small Group Discussiom was able to increase the students' skill and ability in speaking. It could be seen on the average of the students' value that could be achieved Minimum Competence Criterion (MCC) that has been specified and the researcher would not carry on the research in the next cycle.

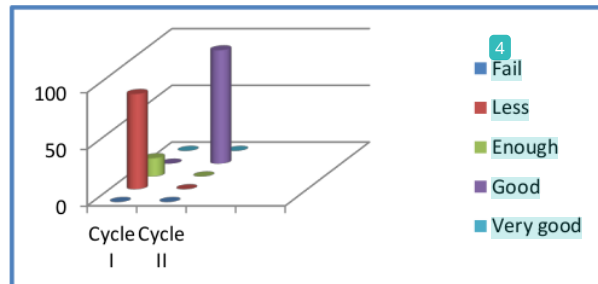### 4.1.3. The Result of the Students' Ability in All Cycles

The result of students' ability in speaking by using Small Group Discussion in cycle I and cycle II could be seen in the table below:

Table 4.3 The Students' Speaking Ability by Using Small Group Discussion at The Eight Grade of SMP Swasta Idanoi In All Cycles

No	Cycle	Classification		Frequency %	The Total Number of the Students
1	I	Fail	-	-	23
		Less	20 students	86%	
		Enough	3 students	14%	
		Good	-	-	
		Very Good	-	-	
2	II	Fail	-	-	23
		Less	-	-	
		Enough	-	-	
		Good	23 students	100%	
		Very Good	-	-	

Based on the table above, it showed that the students' ability were increased in cycle II. All students were got "Good" level in speaking. All the students' problems have been overcome in Cycle II. It could be solved because of applying the procedures of Small Group Discussion followed by implementing the strategy in the classroom.

The result of the students' ability in speaking in the two cycles could be seen in this Graphic below:
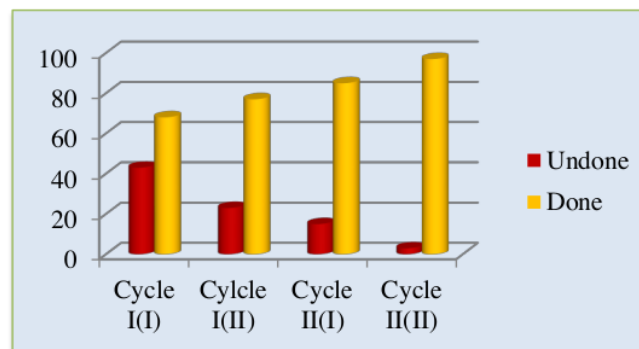

Graphic 4.11 The Percentage of Improvement the Students' Speaking Ability of All Cycles

4.1.4. The Result of the Students' and Researcher's Activities in All Cycles

After implementing the research, the researcher explained the improvement of percentage of students' activity during the research in two cycles.

The improvement of students' activities in all cycles could be seen in graphic 4.12 below.

Graphic 4.12 The Percentage of the Students' Activities in All Cycles

The researcher also explained the improvement of percentage of researcher' activities during the research in two cycles.

The improvement of researcher activities in all cycles could be seen in graphic 4.13 below.
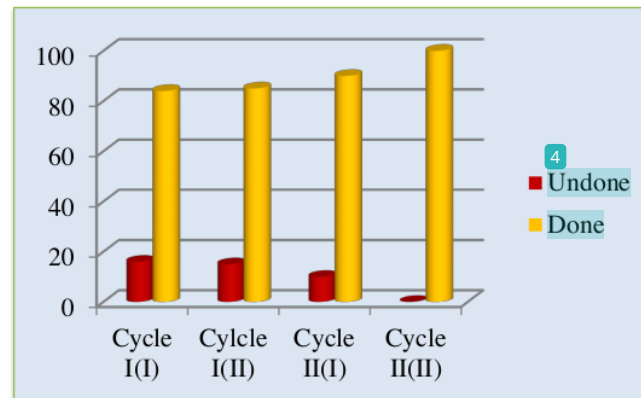
Graphic **4.13** The Percentage of the Researcher' Activities All Cycles

4.2 Discussions

4.2.1 The Common Response of the Problem

In this research, the problem was formulated "How does the Small Group Discussion improve the students' ability speaking through small group discussion at the eighth grade of SMP Swasta Idanoi in 2022/2023"? The common response in this research Small Group Discussion could improve the students' speaking ability by implementing the procedures of Small Group Discussion it self.

It showed on the students' score that all the students passed the MCC. Which, this research was done in two cycles, each cycle consisted

of two meeting. The students' speaking skill was improved from meeting to meeting and cycle to cycle.

Based on the result of the evaluation in all cycle it could be seen that the student score was improved from the cycle I to the cycle II. The average students' mark in cycle I was 51 and the average of the students' mark in cycle II was 79, from the improvement the researcher found that the students speaking skill was improved if the students always used the English in the classroom and practice to spook in the classroom. So from the result, the researcher concluded that Small Group Discussion could improve the students' speaking ability, by implementing the Small Group Discussion over and over.

4.2.2 The Analysis and Interpretation of the Research Finding

After conducting the research in two cycles, the researcher analyzed the result of the students' speaking ability and the observation sheet either for the researcher's and students' activities. The researcher did the research in two cycles.

In Cycle I, especially in the second meeting, the researcher gave test to the students to know the students' speaking ability, and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There were 3 students (14%) who got mark classified in "Enough" level. And there were 18 students (86%) who got mark classified in "Less" level. The higher value that the students got was 63 and the lowest value was 38 while the average of the

students' value was 51. Based on the students value in cycle I, it could be concluded that the students' speaking skill in Cycle I Still less, the students were not able to speak in English.

The failed of the students in Cycle I was caused of the some students were not active in doing teaching learning process, the students' percentage activities in the first meeting of Cycle I only 83%, and in second meeting was 84%. There were some activities and procedures of Small Group Discussion undone by the students such as: the students did not pay attention to the researcher explanation, the researcher forgot to improve the students mistakes in English, some of the students difficult to pronounce the correct words and the students did not ask something about the material. So the researcher solved the problems by inviting the students to more focus and comprehend when the researcher explained in the classroom, the researcher also improves the students mispronunciation in the classroom and gave time for all students to ask the question that still not understand by the students.

In Cycle II, the researcher taught the students about the improvements that had been designed in the previous meeting. The improvements had been brought a big influence of the students' achievements in Cycle II. It showed from the result of observation sheet, most of the students had done all the activities or procedures of Small Group Discussion. The students' percentage activities in the first meeting of Cycle II was 85%, and in second meeting was 97%. Moreover, the students' score was improved, all of students passed of Minimum

Competence Criterion (MCC) 70 score. All of students were got score that classified in "Good l" level. The higher score of the students was 81 and the lowest value was 75 while the average of the students' value was 79.

Based on the result, it could be concluded that Small Group Discussion could improve the students' speaking ability, and this strategy could used in teaching speaking for the students. By using the Small Group Discussion the students able to speak in English with fluently and brave to convey their ideas.

4.2.3 The Research Finding Versus the Latest Related Research

In the research, the research title was "Improving the Students' Speaking ability by using Small Group Discussion at the Eighth Grade of SMP Swasta Idanoi in 2022/2023". The subject of the research was the students of class VIII-B SMP Swasta Idanoi in 2022/2023. which total numbers of the students in this class were 23 persons. The researcher interested to conducted the research in this class caused of the students' were not able to describe a simple description in English, In conducted the research, the researcher used classroom action research (CAR).

There were three previous kinds of research that were related to the Small Group Discussion. The first was done by Imam Fauzi (2017) with the research was entitled: "Improving Students' Speaking Ability through Small-Group Discussion". The research used a Classroom Action Research Method. The population of the students consisted of 35 students. The data showed that Small Group Discussion could improve

students' speaking skill, engage tstudents in the group work discussion actively, encourage students to be independent learners who can expose themselves in learning activities, make students feel more relaxed at learning, give students more opportunities to improve their speaking skills.

The second was Lalu Bohari (2019), with the research entitled "Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya". total of sample that used was students 28 students. The result was presented in pre-test and post-test. From the research result it could be seen that Small Group Discussion had effect of the students speaking ability.

The third was Roni La'biran (2017) was conducted the research, with entitled "Improving Speaking Ability Through Small Group Discussion For The Eighth Year Students Of SMPN 2 Saluputti Tana Toraja". The number of students was 16 students, The data were obtained through a pre-test and a post-test . The result of the research showed that Small Group Discussion improved the students' speaking Ability where the pre-test of the student got mark 22,8 while the post-test was 78,2.

While, the result of the researcher's research, when implementing the Small Group Discussion, it was quite satisfied because the grades obtained by students were classified as "Good". It was caused; the students were the students could enthusiastic to convey their idea by implementing Small Group Discussion in during the teaching-learning

process. Therefore, the research findings versus the latest related research had some differentiations qualitatively and quantitatively.

4.2.4 The Research Findings Versus Theory

After getting the result of the research, the researcher compared it with the theory written by the experts. Based on Australian Academy of Science (2016:5), he submits that Conscience Alley Strategy could increase understanding and meaning which will later contribute to better conclusions. The theory had been done by the researcher, but the result was not maximal. Some of students were still weak in memorizing all sentences that they listened from the other students but through this strategy could make students more active to express their ideas in group based on their own feelings, making decision and critical thinking.

4.2.5 The Research Findings Implication

The research finding was Small Group Discussion could improve the students' speaking ability. Based on the result of the research findings, the researcher found the implication of the research, as follows:

a. The researcher, as a guidelines and a tool comparison material in teaching by using Small Group Discussion.

b. The English teacher, as a guidlines to increase the students' ability in teaching learning process.

c. The students, as a way to solve their problem by using Small Group Discussion.

d. The syllabus expectation was achieved and the problems have overcome.

4.2.6 The Analysis of Research Findings Limitation

In the research, the research findings was Small Group Discussion could improve the students' speaking ability at the eighth grade of SMP Swasta Idanoi. There were some analyzis of the research findings limitation of the research, they were:

a. The research was limited by the weaknesses of the students' ability. So the researcher take seriously to improves the students' ability in spoken by using the Small Group Discussion and invited all the student to be active in the classroom, and as the improvement of the action, all the students were able to speak in English and brave to convey their ideas in the classroom with bravely.

b. The researcher was limited to implement all the procedure of Small Group Discussion, some of the procedures of the strategy forgot to conducted by the researcher. So the researcher solved the problem by reflecting all the weaknesses on the previous meeting and conducting in the next meeting of teaching-learning process. As the improvement of the action the researcher did not done the same mistake in the next meeting.

c. The research was limited by the students that did not care when the researcher explained the material. So the researcher solved the problem by invited those students to be active and more focused on comprehend the material that conveyed by the researcher. As the improvement of the action all the students were interested to comprehend the learning process and more focused in teaching-learning process.

CHAPTER V

CLOSING

5.1 Conclusion

Based on the research finding, that researcher get in analyzed data, described that Small Group Discussion could improve the students' speaking skill at the eighth grade of SMP Swasta Idanoi. The researchers took conclusion as follow:

1. In cycle I most of the students could not pass the Minimum Competence Criterion (MCC). There were 3 students (16%) who got mark among 63 - 74 classified as "enough" level, and 20 students (86%) who got mark among 35 – 62 classified as "less" level. In cycle I the highest score was 63 and the lowest score was 38. The average of students' score in cycle I was 51. Furthermore the researcher continue the research to the cycle II.

2. In the cycle II, the students' speaking ability got improvement. All the student could pass the Minimum Competence Criterion (MCC). All students or 23 students (100%) got mark among 75 – 84 or classified as "Good" level. In the cycle the highest score was 81 and the lowest score was 75. The average of students' score in cycle II was 79 or classifies as "Good". It implied that the students' speaking skill was improved in cycle II.

   Based on the research findings above, the researcher concluded that Small Group Discussion could improve the students' speaking sability at the eighth grade of SMP Swasta Idanoi.

5.2 Suggestion

Based on the conclusion and research findings, the researcher gave some suggestion as follows:

1. The English teacher of SMP Swasta Idanoi encouraged to continue in implementing Small Group Discussion in their teaching learning process, especially in teaching speaking.

2. The others English teacher were encouraged to apply Small Group Discussion in teaching speaking, caused this strategy make the students were active in the learning classroom especially in spoken English.

3. The students should follow all the procedures of this strategy for getting good result of learning speaking.

4. For the next researchers were expected to conduct the other research by using Small Group Discussion in other topics or material with the result more better.

And the last, the researcher hopes this research could be useful as a source of scientific information.

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